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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.1.4 Represent fractions, decimals, mixed numbers and percentages in equivalent forms.  **CC.8.NS.1** Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION – N/A** |
| **GLE’s but not CCSS**  2.1.4 Represent fractions, decimals, mixed numbers and percentages in equivalent forms.  **CC.4.NF.6** Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100 ; describe a length as 0.62 meters; locate 0.62 on a number line diagram.  **CC.7.NS.2d** Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  2.2.9 Use proportional reasoning to write and solve problems in context.  **CC.7.RP.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, If a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction (1/2)/(1/4) miles per hour, equivalently 2 miles per hour.  **CC.7.RP.3** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.  3.3.10 Solve customary or metric measurement problems in context using Dimensional Analysis (The Unit Factor Method) and justify the results in writing.  **CC.5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real world problems.  **CC.6.RP.3d** Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.  2.2.10 Solve a variety of problems in context involving percents, including the following:   * Percentage of a number, e.g., If 65 percent of the 250 applicants will be accepted to the Arts Magnet School, how many students will be accepted? * The percentage one number is of another number, e.g., Find the percent of students who play soccer if 39 students play soccer out of a total of 387 students. * The percentage of a missing amount, e.g., 5 percent of the money from a fundraiser will be donated to a charity. If $25 is donated to the charity, how much money was made from the fundraiser? * Percentage increase/decrease, e.g., The number of music downloads have increased from 1,345 per minute to 1,567 per minute. What is the percent increase?   **CC.6.RP.3c** Find a percentage of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percentage.  **CC.7.RP.3** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.  2.2.8 Estimate reasonable answers and solve problems in context involving rational and common irrational numbers, ratios and percentages (including percentage of increase and decrease) and justify solutions in writing.  **CC.6.RP.2** Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0 (b not equal to zero), and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.” (Expectations for unit rates in this grade are limited to non-complex fractions.)  **CC.6.RP.3b** Solve unit rate problems including those involving unit pricing and constant speed. For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?  **CC.7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. |
| **CCSS but not GLE’s – None** |